

Magic Roundabout Nurseries Limited

35 Sutherland House, Sutherland Square, London, SE17 3EE

Inspection date

Previous inspection date

20 January 2015

9 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Policies and procedures for safeguarding have not been followed in a timely manner causing delays in reporting concerns.
- Leaders have not given sufficient focus to the maintenance of the building in order to reduce hazards.
- Leaders do not have an overview of the progress made by different groups of children for example, children with special educational needs or the progress that the boys are making. This means that they have not identified gaps in the planning or resourcing of the provision.
- Some aspects of learning are not well planned, for example, activities in the outdoor area.
- Children are not encouraged to develop their independent skills during daily routines such as mealtimes.

It has the following strengths

- The key person system is used well and children form secure attachments with staff.
- Staff are very caring, attentive and set clear expectations for children. This means that children behave well and enjoy their time at the nursery.
- Staff monitor children's individual progress and records show that children are reaching the expected levels of development for their age.
- Leaders have implemented an improvement plan since last inspection and the recommendations from the last inspection have been met.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure all staff know how to implement the safeguarding procedure and understand the importance of notifying statutory agencies without delay
- ensure all areas of the premises including the meal preparation area, children's bathrooms and all outside play areas are maintained to a hygienic and safe condition
- improve the monitoring and assessment of specific groups of children to help leaders identify gaps in the provision, including the quality and range of resources

To further improve the quality of the early years provision the provider should:

- make sure that staff plan and guide activities when children play outside in order to support the different ways that children learn
- focus on teaching children to develop their independent skills to help prepare them for the next stage in their learning and be ready for school.

To meet the requirements of the Childcare Register the provider must:

- make sure that all staff understand how to implement the safeguarding procedure and understand the importance of notifying statutory agencies without delay
- ensure all areas of the premises including the meal preparation area, the children's bathrooms and all outside play areas are maintained in a hygienic and safe condition
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Inspection activities

- Inspectors observed activities and spoke to staff in all the rooms and the outside play area.
- Inspectors carried out joint observations and held a meeting with the manager and the deputy manager.
- Inspectors took account of the views of parents spoken to on the day of the inspection.
- Inspectors sampled children's developmental records and staff records, including evidence of staff suitability and training.
- Inspectors looked at a range of other documentation including the setting's policies and procedures for safeguarding.

Inspector

Debra Davey / Wendy Ratcliff

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Planning for children's learning is too variable, particularly outdoors. For example, children who choose to draw and paint find it hard to concentrate as their friends race around on bikes in the same area. Children develop their communication and language skills because staff provide effective support. For example, staff ask children questions to help them think and learn as they play with the play dough. They encourage children to describe what they are doing, such as making cakes and cooking dinner. This means that children make good progress in their communication and listening skills. However, children's independence skills are not encouraged consistently during daily routines. Older children are not always encouraged to serve their own food and drink at mealtimes. The learning environment for babies is calm and stimulating with resources for the babies to enjoy. These include natural materials and interactive toys. There are consistent systems in place across the nursery to assess and track individual children's progress, which is shared with parents. This means that children make satisfactory progress and gain most of the basic skills they need to be ready for school.

The contribution of the early years provision to the well-being of children requires improvement

The key person system works well and this allows children to form secure attachments. For example, younger children arrive happy and run to their key person for a hug. Babies settle quickly and move around their spacious room to choose what they want to play with. Care routines are good because staff talk to children about what will happen next. This shows a high level of respect for children's needs and feelings. Older children enjoy the company of staff and confidently involve staff in their imaginary games. For example, children enjoy the mud kitchen in the pre-school garden and initiate cooking games with staff. Children who speak other languages are supported well. For example, play sessions in Spanish, help children to feel secure. The nursery works closely with other agencies to plan for children's individual needs. This ensures that children with special educational needs and/or disabilities are making appropriate progress in their learning.

The effectiveness of the leadership and management of the early years provision requires improvement

Leaders understand the requirements for the Early Years Foundation Stage. However, they have not implemented their own policy for safeguarding and this has led to delays in reporting issues to children's social care. Some aspects of the building are in need of repair. In particular, the flooring in the kitchen and one of the children's bathrooms has cracked tiles that harbour germs. This is a potential hygiene risk. Leaders do not have an overview of the progress that different groups of children are making or how to address any specific weaknesses in planning or resources. However, staff are well qualified. They attend regular training which is shared within the team and monitored during staff supervision. This means that leaders are helping staff to increase their knowledge of early years practice to ensure that children's care and learning needs are appropriately met.

Setting details

Unique reference number	EY287693
Local authority	Southwark
Inspection number	1002226
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	105
Number of children on roll	89
Name of provider	Magic Roundabout Nurseries Limited
Date of previous inspection	9 July 2014
Telephone number	020 7277 3643

Magic Roundabout Nursery is a privately owned nursery that opened in 2004. It operates from a commercial building in the London Borough of Southwark. It is one of five private settings operated by Magic Roundabout Nurseries Limited. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opens five days a week from 7.30am to 7pm all year except for bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 27 staff working directly with the children 26 of whom, hold relevant early years qualifications and four of whom have qualified teacher status.

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